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ABSTRACT

The one-year extension (1973-74) of the Occupational Information Improvement Project (OIIP) was implemented to provide recommendations for the continuation or termination of the Occupational Information Data System of the New Hampshire VIEW (Vital Information for Education and Work) program. A survey was administered to 120 schools identified in the 1973-74 listing of the New Hampshire Pupil Personnel Service Workers Directory with a 60 percent return. Three questions were of concern in the survey: (1) the number and location of microfiche readers or reader-printers; (2) number and location of the three-volume set of books and/or aperture cards; and (3) number of books and/or aperture cards needed. Fourteen recommendations were based on the project director's premise that the Occupational Information Data System should be continued in New Hampshire, the summaries of the on-site visits of the VIEW programs in Connecticut and Pennsylvania, and attendance at the National VIEW Conference and Workshop. (BP)

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FINAL REPORT

Project #4-23599
Occupational Information Data System

SUBMITTED TO

New Hampshire State Department of Education
Division of Vocational-Technical Education

SUBMITTED BY

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June 25, 1974

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INTRODUCTION

VIEW (Vital Information for Education and Work) was first implemented in New Hampshire during July, 1970. This three year project entitled OIIP (Occupational Information Improvement Project) provided for the following expressed objectives:

(1) to bring about a change in the vocational counseling of students through improved training of counselors in career decision-making processes; and

(2) to develop and coordinate a state-wide career information system.[1]

The evaluation report submitted at the end of three years concentrated on an analysis of the voluminous amount of untabulated data collected during the project. The report did not therefore adequately address future direction for continuation of OIIP.

VIEW is a system designed to acquire, store, and disseminate local occupational information. The primary function is to give students realistic information about occupations in their community. It should be recognized that VIEW is only one tool which should be available to students as a source for occupational information.

A proposal to continue the occupational information data system initiated by OIIP at a maintenance level for one year was implemented

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[1] Barnes, Everett W. New Hampshire Occupational Information Improvement Project: Summative Evaluation Report. Unco, Inc., Rye, New Hampshire, June, 1973. p. 5.

July, 1973. During this time period, the project was to provide recommendations for the continuation or termination of the occupational information system. The project included the following objectives:

1. to develop an evaluation system incorporating the guidelines reflected in the UNCO (external OIIP evaluator) study to determine the future direction of OIIP;

2. to maintain the career information data reflecting current job requirement specifications for the existing 300+ job descriptions;

3. to reproduce and disseminate career information aperture cards to middle and senior high schools and vocational-technical colleges and institutes equipped with a microfilm reader and/or printer; and

4. to introduce the OIIP concept through demonstrations utilizing existing slide presentations to new student and/or teacher audiences as needs are identified through guidance counselors and to the general public as requested.[2]

Evaluation of the above objectives is provided in subsequent sections of this report with accompanying recommendations.

VIEW Assessment

All objectives defined in the proposal dated June, 1973 were completed to the extent funds and personnel allowed.

The Project Director was just recently provided the first opportunity for an orientation to the national VIEW concept through several on-site VIEW project visitations and by attending a three day National VIEW Conference and Workshop in Milwaukee, Wisconsin. A summary of two on-site visitations has been included as part of this report. The

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[2] Paul, Nicholas L. A Continuation Proposal for the New Hampshire Occupational Information Improvement Project. University of New Hampshire. June, 1973. p. 2.

final section on recommendations is based, in part, on ideas and methods discovered through these activities.

During the time period covered in this report, approximately 20 aperture card decks were requested and disseminated to schools. In addition, approximately 40 of the 3-volume book set entitled New Hampshire Jobs were disseminated. Production and ultimately dissemination were plagued during the early stages of the project due to a lack of supplies. Aperture cards available through 3M Company required a three month turn-around time for delivery. A lack of supplies, plus delays in obtaining materials for the operation of the Uniprinter again delayed production of aperture cards. In addition, no records were available to the project identifying the participating schools during the past three years. It was necessary to regenerate this list for the initial evaluation efforts. These problems, coupled with the lack of sufficient funding to hire a full-time graduate-student (20 hours per week) inhibited the project. Personnel was not available through the project for anything beyond the anticipated maintenance necessary for the existing occupational information.

Two undergraduate students were hired during different time intervals. The first student concentrated on an evaluation which has been included in this report. The second student provided for the production and dissemination of aperture cards and books.

Existing slide and cassette tape presentations for demonstration purposes proved unacceptable due to the changes in organizational structure. These have been revised and are available for demonstration purposes as requests are received.

A subsequent section on recommendations speaks again to each of the objectives described in the proposal dated June, 1973. In addition,

for a detailed description of the budget with accompanying budget notes, see report submitted to the Director, Research Coordinating Unit, dated June 14, 1974.

VIEW Materials Survey

Three questions were of concern to provide direction for the New Hampshire VIEW program. A survey guidance personnel was designed to provide the following information: (1) Number and location of microfiche readers or reader-printers; (2) Number and location of the 3-volume set of books and/or aperture cards; and (3) Number of books and/or aperture cards needed.

The survey was administered to all schools identified in the 1973-74 listing of the New Hampshire Pupil Personnel Service Workers directory through the Guidance Director or appropriate individual. A single mailing of 120 surveys resulted in a 60 percent return. No follow-up request for information was attempted.

Number and Location of Readers/Reader-Printers

Of the seventy-two schools shown in Table 1 as responding to the survey, 54.3 percent (39 schools) reported no microform equipment.

Table 1. Schools with readers and/or reader-printers

Number							
0	1	2	3	4	5	6	7
39	21	7	3	-	-	1	1

A total of 29.2 percent (21 schools) reported at least one reader or reader-printer while an additional 4.2 percent (3 schools) reported three. The remaining schools each reported multiple reader/reader-printer units of either six or seven respectively, representing 1.3 percent.

Eighty percent of the reader/reader-printer units were found to be located in the library. Media Centers housed all other reader/reader-printer units except two. Of these, one was located in a guidance office and one a vocational office. In both cases, these schools reported more than one reader/reader-printer units.

Number and Location of Books

Among the respondents, 11.4 percent (9 schools) reported zero copies of the 3-volume set of books entitled New Hampshire Jobs. Table 2 shows that 55.7 percent (44 schools) of the books were located in the Guidance Office. The Library was reported to house 24.0 percent (19 schools) of the 3-volume set. Several schools reported sets of books in both the Library and Guidance Office.

Table 2. Number of schools with New Hampshire Jobs Books and location

	Number			
Location	1	2	3	4
Library	16	2	1	-
Guidance Office	29	8	6	1
Media Center	3	1	1	-
Vocational Office	2	-	-	-

Number and Location of Aperture Cards

Among the schools responding to the survey, 59.6 percent (43 schools) reported zero copies of the aperture card set describing 319 New Hampshire jobs. Of the remaining schools reporting, Table 3 shows 29.2 percent (21 schools) located the aperture cards in the Library. The Guidance Office was reported to house an additional 6.9 percent (5 schools). Of the seventy-two schools, 40.4 percent (29 schools) currently have aperture cards available for student use. No schools reported more than one set of aperture cards.

Table 3. Number of schools with aperture cards and location

	Number			
Location	1	2	3	4
Library	21	-	-	-
Guidance Office	5	-	-	-
Media Center	2	-	-	-
Vocational Office	1	-	-	-

Number of Books and Cards Requested

Table 4, shows the number of books and cards requested by schools.

Table 4. Number of books and cards requested

	Number			
Type	1	2	3	4
Books	23	15	5	-
Cards	22	4	3	-

A total of 43 schools requested copies of the books with a number needing at least two copies for use in the Library or Guidance Office. A total of 29 schools requested copies of the aperture cards. Most of these requests were for single sets.

VIEW In Other States

Projects following the VIEW concept are now in operation in 35 states, ranging from self-supporting funds (i.e. Connecticut) to states receiving vocational funds amounting to $200,000 (i.e. Michigan) yearly. The following summary presents modes of operation as variances occur between different states.

Connecticut

The VIEW Project in Connecticut is housed in the Career Resources Center, located in the town of Simsbury. In terms of finances, the project is moving toward an independent funding status. Member schools pay fifty dollars per year for the service provided through the VIEW project. Approximately 25 aperture cards are updated monthly and disseminated to member schools. The project utilized the services of a consultant (script writer to gather data and revise aperture cards. Photography and artist work are also performed by outside agencies or individuals while duplication is completed by project staff members.)

The VIEW deck contains 400 jobs and is currently supported by 65 member schools. An on-going public relations effort seeks to expand member school audiences varying from Middle Schools up through Community Colleges. The deck contains information on the type and location of training sites for the vocational areas in the community college system.

Job opportunity information is broken down on a regional basis.

The state utilized the aperture card format exclusively with jobs arranged alphabetically and cross referenced by the 15 job cluster areas identified by USOE. The project does not seek to expand the number of jobs in the deck nor do they expect to convert to microfische.

Pennsylvania

The Pennsylvania VIEW Project, PENNscript, is funded as an ancillary service (development of instructional materials) through the Pennsylvania Vocational Education Department. The program was funded at $53,000 for FY 74 with expectations for $75,000 during FY 75. The additional funding will be utilized to expand the program to include an aperture card deck for Special Education. Currently, Pennscript has four aperture card decks: (1) PENN deck, containing 260 jobs; (2) Spanish deck, containing 55 jobs; (3) Special Education deck, containing 25 jobs; and (4) New Horizons (Penal Institutions) deck, containing 116 jobs. All decks contain three "job hunt cards" based on the fifteen USOE clusters to aid the information seeker in his search.

The Pennsylvania VIEW Program is self-contained with camera, keypunch, and dupli-printer machines. Project staff includes a full-time director, card production technician, and three technical script writers.

The state is devided into nine regions identified by field offices within the Pennsylvania Bureau of Employment Security. Technical script writers collect job data on employment opportunities, training availability and pay scale, according to the nine regions, through the local field office in the Bureau of Employment Security. The Pennscript decks all contain information on the sites (institutions) where training can be obtained for each occupation. In some cases, this listing expands the number of aperture card pages for the usual six to nine pages.

Recommendations

The purpose of this section is to reflect the opinion of the Project Director in terms of the future direction for occupational information systems within the state. It is the firm conviction of the Project Director that the Occupational Information Data System should be continued in the state of New Hampshire. Based on this premise, the following recommendations are submitted for inclusion in future project efforts. This position is supported by the Barnes evaluation report of 1973, reiterated and highlighted throughout evaluative reports conducted during the past year, documented in ERIC reports dating back to 1968, and echoed by VIEW Project Directors throughout the nation.

1. Maine, New Hampshire and Vermont should enter into a tri-state agreement for the administration and operation of the VIEW Program.

Due to the size, geographic conditions, job opportunities, and financial resources available, these states should consider VIEW on a tri-state basis. Each separate state does not have the capability nor can they justify the capital to fully supply the equipment and staff needed for a complete VIEW program. On a tri-state basis, one complete program could serve the needs of all states involved.

2. VIEW should be a part of a larger career Information Resource Center.

VIEW should be considered as <u>one</u> tool available to students and adults for the purpose of obtaining occupational information. It is therefore logical that VIEW should be housed in a Career Information Resource Center a-ong with alternative systems available to teachers. The Center should serve as an inservice training facility for teachers for all occupational information systems. As new techniques are developed,

the Center should have the capacity to evaluate and share with teachers across the state. A tri-state approach should also be considered for the Career Information Resource Center.

3. The New Hampshire VIEW Project should join the National Consortium for Career Information Services.

During the National VIEW Conference, VIEW Directors from the 30 plus states currently operating programs voted to form a consortium of member agencies represented by the VIEW Director. The purpose of this structure will be to provide a basis for supporting annual meetings and other forms or approaches to inservice training for VIEW Directors. The support of agencies funding VIEW will need to be obtained in order for individual projects to become a part of the national consortium. Dues will be established between one to five dollars.

4. The project should provide occupational information to users in two format styles: (1) aperture cards; and (2) loose-leaf binders.

This recommendation excludes further consideration for converting to microfische at this time. Aperture cards provide more flexability at this time plus a less expensive system of reproduction and operation. Due to the large number of schools in the state without microfische equipment, the bound 3-volume set of books entitled New Hampshire Jobs should be converted to loose-leaf binders. The need for both format styles has been documented.

5. The project should purchase a dupli-printer.

This piece of equipment will replace the out-dated 086 uni-printer currently in use. With the current equipment, it takes five hours to produce one deck of aperture cards. The new dupli-printer has the capacity to complete the same task in less than one hour. In addition,

the new equipment would not need venting. This would a-low greater flexability and efficiency in equipment use since the current 086 uni-printer produces obnoxious ammonia fumes when in use.

6. At least one technical script writer should be hired to up-date scripts.

The process of up-dating scripts should be completed through the services of a trained script writer. The collection of information could be enhanced through this process since data could be compiled on several occupations during a single visit with such agencies as the Bureau of Employment Security. The services of a graduate student could be secured to carry out this function.

7. Establishment of an advisory committee consisting of representatives from industry, business, teachers (vocational, secondary, and middle school), guidance counselors, and Employment Security).

The committee will meet approximately every two months to advise the project in terms of direction and changes that should occur. The committee will identify inservice training needs and coordinate the PR efforts of the project (PR is needed to keep the products of the project in view of potential student users). They will review and approve scripts as completed by the technical script writer.

8. Jobs should be clustered according to the 15 cluster areas identified by USOE and cross-referenced with an alphabetical listing.

This type information should be located in the front of each aperture card deck and each loose-leaf binder as "job hunt cards." These three cards will also show the user how to find jobs within each cluster that they might have an interest in learning more about.

9. Organize employment opportunities and earnings data on a geographic or regional basis.

The local Employment Security Office should serve as the basis for this data collection effort. Due to the differences in job opportunities and the low mobility profile of New Hampshire residents, data needs to be localized.

10. The identification of training sites should be included as part of the data bank on each job.

Students should be aware of the various locations across the state that provide training for the various interest areas. This represents an expansion of the contacts open to students to gain more information relative to areas of interest. It would have the greatest impact for secondary students.

11. Scripts should depict various jobs operations through graphic art cartoons.

This type of representation should be included to maintain or increase student interest and motivation as they discover occupational information. It will also show the actual surroundings of the job and the tools, if any, that the individual would be expected to work with.

12. A student user evaluation form should be developed to provide feedback for script revisions.

The current evaluations have not provided for student input into the evaluation process. Since the information is directed toward the student user, evaluations from that group should prove valuable.

13. The VIEW Project should expand potential users to include elementary students through the development of an elementary deck.

This deck would be directed toward exploring occupations. It would not report such information as employment opportunities or training

sites. The deck would not be limited to jobs just within New Hampshire but to those in New England.

14. Development of a manual on "How to use the VIEW System," for both teacher and student use.

This would be a part of the overall package presented to schools to increase the useability level of the VIEW system.